

## Spring Garden School Parental Involvement Policy

Research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes (Henderson & Berla, 1994; Olmstead & Rubin, 1983). Spring Garden recognizes the importance of family-school alignment in order to promote student success. In an effort to support this belief while meeting the requirements of the 2001 No Child Left Behind Act, our school will provide a welcoming environment to engage families while strengthening and improving student learning and development.

The Parental Involvement Policy for Spring Garden School is jointly developed by faculty and staff, parents of students attending our school, and community stakeholders. Ongoing reviews and updates will be made to the policy based on the changing needs of parents and the school. These meetings will take place at a time and place most advantageous for maximum participation. The policy is made available to the community through the use of the school website, the school library, and outlined in the school improvement plan. The following policy is produced in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand:

1. Based on State indicators and other assessments, Spring Garden School has not been identified for school improvement.
2. A meeting will be held once a year to provide parents

with an overview of the Title I program, explain the school's instructional programs and strategies, and share opportunities for parents to get involved. Additionally, there will be a school-wide open house for parents to view their child's work and meet their child's teacher(s).

3. Title I programs and activities will be located on our school's website. Parents will serve on our school's Title I School-Wide Advisory Committee in which they will evaluate the needs assessment data, identify specific areas for improvement, and allocate Title I funds based on recognized areas for improvement.

4. Individual student reports will be provided to parents about their academic performance in the following areas:

- State assessment in the areas of math and reading
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) parent reports
- STAR Reading and STAR Math reports

5. Assistance to parents will be provided in understanding the state's academic content standards, student academic achievement standards and academic assessments, the requirements of Title I, Part A, and how to monitor their child's progress. Teachers and parents will take advantage of the state wide Parent Day to engage in meaningful, two-way communication to further parent interaction in student achievement. Also, teacher/parent conferences, telephone communications, communication notebooks,

and e-mail communications will be exchanged throughout the year to update parents on their child's progress.

6. Provision of materials and training will be made to help parents assist with their child's academic progress, such as literacy training and using technology. Support and materials (i.e., family-strengthening videos, literature, websites and workshops) will be provided to parents and students.

7. Educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents for the purpose of building ties between parents and schools. In-service workshops and supporting literature will provide opportunities for our staff to develop effective communication skills and problem-solving techniques, as well as identify barriers to increased parental involvement.

8. To the extent feasible and practicable, coordinate and integrate parent involvement programs and activities with other organizations as such Head Start, Reading First, Even Start, etc. to support the primary goal of encouraging and promoting the participation of parents in their children's education.

9. To the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in a format and language parents can understand. Written and oral communications will be provided through the use of a

translator, if it is deemed necessary and appropriate. Barriers to participation will be evaluated, and steps will be taken to remove any impediment to the maximum participation possible.

10. Our school's Parent/Teacher/Student Organization will provide activities throughout the year to strengthen ties with parents in the surrounding community through recruitment and organization of family help to support student/school programs.

11. Provide a school-parent compact jointly developed by faculty, staff, and parents that outlines how parents, school staff and students will share responsibility for improved student academic achievement. This compact will be distributed to all students at the time of enrollment in our school. Also, our school-parent compact will be incorporated in and made a part of our school's Parental Involvement Policy.

12. Our school will provide timely notice, in writing, to each parent when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).